# Hamilton Community Schools

# Teacher Evaluation and Development Plan

**August 2022**

# Hamilton Community Schools
# Teacher Evaluation and Development Plan

The purpose of this handbook is to outline and explain the Hamilton Community Schools (HCS) Teacher Evaluation and Development Plan.  The model is a modification of the IDOE's RISE Teacher Evaluation model.  During the 2022-2023 year, a committee of nine members met to develop this handbook.  The committee included the following people:

> Anthony Cassel, Superintendent
> Greg Piatt, JR/SR High School Principal
> Kristyn Watkins, Elementary Principal
> Kathryn Richter, JR/SR High School Teacher
> Andrew Baker, JR/SR High School Teacher
> Ashley Strack, Elementary Teacher
> Monica Farnham, JR/SR High School Teacher
> Julie Friend, Elementary Teacher
> Carol Leitzel, Elementary Teacher

The following handbook represents a collaborative effort that ensures the HCS Teacher Evaluation and Development plan is in compliance with state law and applies to all certificated employees.

**Guiding Principles**
1. Nothing HCS can do for our students matters more than giving them effective teachers. Teachers are the most important school factor in how much children learn.
2. Teachers deserve to be treated like professionals. HCS is committed to creating evaluations that are fair, accurate, and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.

**Legislative Context**
- In the spring of 2011, the Indiana legislature passed IC 20-28-11.5, a new law relating to the evaluation of all certified teaching staff.
- The new law introduced six (6) main requirements:
  - Every certified employee must receive an evaluation annually;
  - Every evaluation system must include four performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective;
  - Rigorous measures of effectiveness, including observations and other performance indicators;
  - An explanation of the evaluator's recommendations for improvement and the time in which improvement is expected; and
  - A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

**Performance Level Ratings**
Each teacher will receive a rating at the end of the school year in one of four performance levels:
- **Highly Effective: A *highly effective* teacher <u>consistently exceeds</u> expectations.** This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *highly effective* teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective: An *effective* teacher <u>consistently meets</u> expectations.** This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *effective* teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Improvement Necessary: A teacher who is rated as *improvement necessary* <u>requires a change in performance</u> before he/she meets expectations.** This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated *improvement necessary* have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Ineffective: An *ineffective* teacher <u>consistently fails</u> to meet expectations.** This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *ineffective* teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

**Overview of Components**
Every teacher is unique and the classroom is a complex place.  This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance.  Teachers will be evaluated on two major components:

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric.  All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
2. **Student Learning** – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth.

**Length of Service:**

**Every teacher must work 120 days or more to receive a summative evaluation rating as outlined in the Teacher Evaluation and Development Plan.  If a teacher works less than 120 days throughout the school year, the teacher will be observed and evaluated as time permits, but will not receive a summative evaluation rating.**

**Training for Evaluators:**

All individuals who evaluate certificated employees will receive training prior to evaluating any certificated employee.

# Timeline

**August – September**
- Teacher and evaluator meet for the Beginning-of-the Year Conference.

**August – December**
- Evaluator makes classroom observations and provides feedback.

**November – February**
- Teacher and evaluator meet for the Mid-Year Conference at teacher's request or evaluator's discretion.

**January – May**
- Evaluator continues to make classroom observations and provide feedback.

**May – June**
- Evaluator completes observations and scores Teacher Effectiveness Rubric.

**Upon Collection of Data**
- Teacher and evaluator meet for the End-of-Year Conference.
- Evaluator completes Summative Evaluation.

# Evaluation Steps

**Step 1 – Beginning-of-Year Conference** – all certified employees will be evaluated annually.  The teacher meets with the primary evaluator near the beginning of the school year (August or September).  The purpose of the meeting is to
- review the evaluation process
- highlight priority competencies and indicators from the Teacher Effectiveness Rubric

Primary evaluator will write a professional development plan with teachers on an improvement plan near the beginning of the school year.

**Step 2 – Classroom Observations** – During the school year, evaluators (both primary and secondary) will collect evidence through a series of observations and conferences.

The following table indicates <u>minimum requirements</u> for observations.

| Tier I (less than 2 years of teaching experience) OR Any teacher who was rated *Improvement Necessary* or *Ineffective* within the past 5 years. | | | | | | |
|---|---|---|---|---|---|---|
| **Observation Type** | **Length (minutes)** | **Frequency** | **Pre-Conference** | **Post-Conference** | **Written Feedback** | **Announced** |
| **Extended** | More than 20 minutes | 2/year (1/semester) | Optional | Yes | Within 5 days | Evaluator's discretion |
| **Short** | 10 – 20 minutes | 2/year (min. 1/semester) | No | No | Within 3 days | No |

*A teacher new to the district who has more than two years of experience will be evaluated as a Tier I teacher for 2 consecutive years. If rated Effective or Highly Effective, the teacher would then move to the appropriate tier based on total years of experience.

| Tier II (2 to 5 years of teaching experience ) | | | | | | |
|---|---|---|---|---|---|---|
| **Observation Type** | **Length (minutes)** | **Frequency** | **Pre-Conference** | **Post-Conference** | **Written Feedback** | **Announced** |
| **Extended** | More than 20 minutes | 1/year (Semester 1) | Optional | Optional | Within 5 days | Evaluator's discretion |
| **Short** | 10 – 20 minutes | 2/year (1/semester) | No | No | Within 3 days | No |

| Tier III (6+ Years) | | | | | | |
|---|---|---|---|---|---|---|
| **Observation Type** | **Length (minutes)** | **Frequency** | **Pre-Conference** | **Post-Conference** | **Written Feedback** | **Announced** |
| **Extended** | More than 20 minutes | 1/year (Semester 1) | Optional | Optional | Within 5 days | Evaluator's discretion |
| **Short** | 10 – 20 minutes | 1/year (1/semester) | No | No | Within 3 days | No |

Optional Forms
Pre-Observation Form (Form 1)
Post-Observation Form (Forms 2 & 3)
*If a teacher is on an improvement plan, that plan will determine the number of observations and feedback.

## Step 3 – Mid-Year Conference (by teacher's request or evaluator's discretion)
– This conference is to be held prior to the end of the first semester.

This conference will be **mandatory** if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations.

If a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* at Mid-Year, the teacher and administrator may work together to develop a remediation plan.

Optional Forms
Mid-Year Professional Practice Check-In Form (Form 4)
Remediation Plan (Form 5)

## Step 4 – Teacher Effectiveness Rubric:  Scoring (Appendix C)

1. **The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information.**  At the end of the school year, the primary evaluator should have collected a body of information representing teacher practice from throughout the year.  In addition to notes from observations and conferences, teachers may be asked to provide evidence of planning and leadership.  See Teacher Effectiveness Rubric Domains 1 and 3.

2. **The primary evaluator uses professional judgment to establish a final rating.**  In the summative conference, the evaluator should discuss the teacher's performance on the Teacher Effectiveness Rubric.

3. **Core Professionalism is incorporated.**  This domain represents non-negotiable aspects of the teaching profession; attendance, on-time arrival, policies and procedures, and respect.  This domain only has two rating levels: *Does Not Meet Standards* and *Meets Standard*.  The evaluator uses available information and professional judgment to decide if a teacher has not met standards in each of the four indicators. If a teacher has met

standards in each of the four indicators, the score does not change.  If the teacher did not meet standards in <u>one or more</u> of the four indicators, he or she automatically has a 1-point deduction.

*Scoring Requirement*:  1 is the lowest score a teacher can receive.  If, after deducting a point from the teacher's final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1.  For example, if a teacher has a final rubric score of 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

*Final Teacher Effectiveness Rubric Score, Domains 1-3 Score:*   _____

## Step 5: Summative Teacher Evaluation Scoring – The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher's student learning measures in order to calculate a final rating.

Review of Components – Each teacher's summative evaluation score will be based on the following components and measures:
1. **Professional Practice – Assessment of instructional knowledge and skills**
       Measure: Indiana Teacher Effectiveness Rubric (TER)
2. **Student Learning – Contribution to student academic progress**
       Measure: School-wide Learning Measure (SWL) – IDOE's A-F Ratings

The School-wide Learning Measure is determined based upon the school's current grade as defined by the IDOE.  If a teacher teaches at more than one building, the school's score that the teacher spends the majority of his/her day shall be used.  If a teacher spends equal time in more than one building, the school's scores will be averaged.  The following scale shall determine the amount of points awarded:
    A = 4
    B = 3
    C = 2
    D = 1
    F = 0

**Weighting of Measures** – The primary goal of the weighting method is to treat teachers as fairly and as equally as possible.  At this point, the evaluator should have calculated or received individual scores for the following measures:  Teacher Effectiveness Rubric (TER), School-wide Learning Measure (SWL), and

All teacher evaluations will be comprised using one of the following two percentage groups:

I.      (Check to see if we can adjust %)80% Teacher Effectiveness Rubric (TER) – Observations
        20% School-wide Learning Measure Data (SWL) – DOE A-F rating by building
        100% Summative Teacher Evaluation Score

## Model 1 - Summative Teacher Evaluation Score

SWL
20%

TER
80%
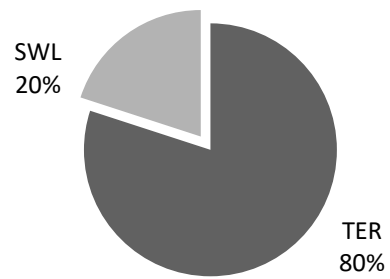
Once the weights are applied appropriately, an evaluator will have a final decimal number.

| Component | Raw Score | Weight | Weighted Score |
|---|---|---|---|
| Teacher Effectiveness Rubric | | .8 | |
| Individual Growth Model (if applicable) | | . OR NA | |
| School-Wide Learning Measure | | OR .20 | |
| Sum of the Weighted Scores | | 1.0 | |

*To get the final weighted score, simply sum the weighted scores from each component. This final weighted score is then translated into a rating on the following scale.

| Ineffective | Improvement Necessary | Effective | Highly Effective |
|---|---|---|---|

| 1.0 Points | $\longrightarrow$ 1.75 Points | $\longrightarrow$ 2.5 Points | $\longrightarrow$ 3.5 Points | $\longrightarrow$ 4.0 Points |

Note: Borderline points always round up.


## Step 6: Summative evaluation– HCS provides the final rating for all teachers.

**Teacher Remediation Plan** – If a teacher is in jeopardy of receiving or has received a rating of *ineffective* or *improvement necessary*, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher's license renewal credits in professional development activities intended to help the teacher improve. The *Professional Development Plan* form (Form 5) is an optional form that can be used.

The HCS Teacher Evaluation Process will be reviewed by teacher and administrative representatives at the conclusion of the 2021-2022 school year and annually, thereafter. All evaluation procedures will be discussed and modifications may occur if deemed necessary to improve the HCS Teacher Evaluation Process.

# Appendix A

# Appendix A

**Appeal** – A teacher who received a rating of *ineffective* may file a request for a private conference with the superintendent not later than 5 days after receiving notice that the teacher received a rating of *ineffective*.  The teacher is entitled to a private conference with the superintendent.

**Parent Notice** – A student may not be instructed for 2 consecutive years by teachers rated as *ineffective*.  If it is not possible, the school corporation must notify the parents by letter of each applicable student before the start of the second consecutive year indicating the student will be placed in a classroom of a teacher who has been rated *ineffective*.

**IDOE Reports** – The school corporation shall provide the results of the teacher performance evaluations including the number of teachers placed in each performance category, annually, to the IDOE.  The results may not include the names of teachers.

**Compensation** – A teacher rated *ineffective* or *improvement necessary* may not receive any raise or increment for the following year if the teacher's employment contract is continued.  A teacher rated *effective* will receive a cash stipend as determined by the Superintendent, when Teacher Appreciation Grant funds are received from the IDOE. A teacher rated *highly effective* will receive a cash stipend that is 25% more than the stipend given to the teachers rated as *effective*.

**Contract Cancellation Grounds** (IC 20-28-7.5-1)
    A.  Probationary Teacher
        1.  One (1) *ineffective* rating
        2.  Two (2) consecutive years of *improvement necessary*
        3.  Justifiable decrease in teaching positions – After June 20, 2012, RIF's in positions must be based on performance and not seniority
        4.  Any reason considered relevant to the school's interest
        1.  Justifiable decrease in positions – After June 30, 2012, RIF's in positions must be based on performance and not seniority
        2.  Immorality
        3.  Insubordination
        4.  Incompetence
            a.  Two (2) consecutive years of *ineffective* ratings; or
            b.  *Ineffective* or *improvement necessary* in three (3) years of any 5-year period
        5.  Neglect of duty
        6.  Certain felony convictions
        7.  Other good and just cause

# Appendix B – Forms

# Form 1

## Pre-Observation Form - Teacher

Note: This form may be used in conjunction with a pre-conference, but can also be exchanged without a pre-conference prior to the observation.

School: _____        Observer: _____

Teacher: _____        Grade/Subject: _____

Date and Period of Scheduled Observation: _____

Dear Teacher:

In preparation for your formal observation, please answer the questions below and attach any requested material.

1. What learning objectives or standards will you target during this class?


2. How will you know if students are mastering/have mastered the objective?


3. Is there anything you would like me to know about this class in particular?


4. Are there any skills or new practices you have been working on that I should look for?


Please attach the following items for review prior to your scheduled observation:

# Form 2

## Post-Observation Form - Evaluator

Instructions:  The primary post-observation document should simply be a copy of the observation notes taken in the classroom.  This form is designed to summarize and supplement the notes.

School: _____    Observer: _____

Teacher: _____    Grade/Subject: _____

Date of Observation: _____

Domain 2: Areas of Strength Observed in the Classroom (identify specific competencies):

Domain 2: Areas of Improvement Observed in the Classroom (identify specific competencies):

Domain 1: Analysis of Information (including strengths and weaknesses) in Planning:

Domain 3: Analysis of Information (including strengths and weaknesses) in Leadership:

Action Steps for Teacher Areas of Improvement:
*This section should be written by the teacher and evaluator during the post conference.*

# Form 3

## Post-Observation Form - Teacher

School: _____          Observer: _____

Teacher: _____          Grade/Subject: _____

Date of Observation: _____

Dear Teacher:

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

1. How do you think the lesson went? What went well and what didn't go well?


2. Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? How do you know? If not, why do you think it did not go as planned?


3. If you were to teach this lesson again, what would you do differently?


4. Did the results of this lesson influence or change your planning for future lessons?

# Form 4

## Mid-Year Check-In Form

School: _____          Summative Evaluator: _____

Teacher: _____          Grade/Subject: _____

Date: _____

Note:   Mid-year check-in conferences can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far.  It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating.  If there has not yet been enough information to give a mid-year rating, circle N/A.

Number of Extended Observations Prior to Mid-Year Check-in: _____

Number of Short Observations Prior to Mid-Year Check-in: _____

| Domain 1: Planning | Mid-Year Assessment of Domain 1 |
|---|---|
| 1.1  Utilize Assessment Data to Plan<br>1.2  Create Objective-Driven Lesson Plans and Assessments | |
| **Mid-Year Rating (Circle One)** | **4 – Highly Effective    3 – Effective**<br>**2 – Improvement Necessary    1 – Ineffective**<br>**N/A** |

| Domain 2: Instruction | Mid-Year Assessment of Domain 2 |
|---|---|
| 1.1 Develop Student Understanding and Mastery of Lesson Objectives<br>1.2 Demonstrate and Clearly Communicate Content Knowledge to Students<br>1.3 Engage Students in Academic Content<br>1.4 Check for Understanding<br>1.5 Modify Instruction as Needed<br>1.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work<br>1.7 Maximize Instructional Time<br>1.8 Create Classroom Culture of Respect and Collaboration<br>1.9 Set High Expectations for Academic Success | |
| **Mid-Year Rating (Circle One)** | **4 – Highly Effective    3 – Effective**<br>**2 – Improvement Necessary    1 – Ineffective**<br>**N/A** |

| Domain 3: Planning | Mid-Year Assessment of Domain 3 |
|---|---|
| 3.1 Seek Professional Skills and Knowledge<br>3.2 Advocate for Student Success<br>3.3 Engage Families in Student Learning | |
| **Mid-Year Rating (Circle One)** | **4 – Highly Effective    3 – Effective**<br>**2 – Improvement Necessary    1 – Ineffective**<br>**N/A** |

| Domain 4: Professionalism | Mid-Year Assessment of Domain 4 |
|---|---|
| 1. Attendance<br>2. On-Time Arrival | |

| | |
|---|---|
| 3.    Policies and Procedures<br>4.    Respect | |
| **Mid-Year Rating (Circle One)** | **Meets Standards**          **Does Not Meet Standards** |

# Form 5

## Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish at least three (3) areas of professional growth below. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

| Goal | Achieved? |
|---|---|
| 1. | |
| 2. | |
| 3. | |

| Name | | | |
|---|---|---|---|
| School | | | |
| Grade Level(s) | | Grade Level(s) | |
| Date Developed | | Date Developed | |
| Primary Evaluator Approval | x | Primary Evaluator Approval | x |

## Professional Growth Goal #1

| Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2) | Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met | Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark. | | | | Evidence of Achievement: How do you know that your goal has been met? |
|---|---|---|---|---|---|---|
| | Action Step 1 | __/__/____ | __/__/____ | __/__/____ | __/__/____ | |
| | | Data: | Data: | Data: | Data: | |
| | Action Step 2 | __/__/____ | __/__/____ | __/__/____ | __/__/____ | |
| | | Data: | Data: | Data: | Data: | |

## Professional Growth Goal #2

| Overall Goal: Using your most recent evaluation, identify a | Action Steps and Data: Include detailed steps and the data you will use to | Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark. | Evidence of Achievement: |
|---|---|---|---|

| professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2) | determine whether each benchmark is met | | | | | How do you know that your goal has been met? |
|---|---|---|---|---|---|---|
| | Action Step 1 | __/__/____ | __/__/____ | __/__/____ | __/__/____ | |
| | | Data: | Data: | Data: | Data: | |
| | Action Step 2 | __/__/____ | __/__/____ | __/__/____ | __/__/____ | |
| | | Data: | Data: | Data: | Data: | |
| **Professional Growth Goal #3** | | | | | | |
| Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal | Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met | Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark. | | | | Evidence of Achievement: How do you know that your goal has been met? |
| | Action Step 1 | __/__/____ | __/__/____ | __/__/____ | __/__/____ | |

| has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2) | | | | | | |
|---|---|---|---|---|---|---|
| | | Data: | Data: | Data: | Data: | |
| | Action Step 2 | __/__/____ | __/__/____ | __/__/____ | __/__/____ | |
| | | Data: | Data: | Data: | Data: | |

# Form 6

## Final Summative Rating

School: _____     Summative Evaluator: _____

Teacher: _____     Date: _____

Grade/Subject: _____

Note: This form may be completed based on information collected and assessed throughout the year. Evaluators may complete this form and make a copy for the teacher to discuss results during the end-of-year summative conference.

Number of Extended Observations: _____

Number of Short Observations: _____

If the teacher "Meets Standards" in Domain 4 (Professionalism), deduct 0 points. The final teacher score remains the same as in the previous step.  If the teacher "Does Not Meet Standards," deduct 1 point from the score calculated in the previous step.

**Final Teacher Effectiveness Rubric Score, Domains 1-4:** _____

Circle the group to which the teacher belongs.  Then use the appropriate weights to calculate the final rating:

**Group 1**                    **Group 2**

| | Choose only one set of weights | | | |
|---|---|---|---|---|
| **Measure** | **Rating (1-4)** | **GROUP 1 Weights** | **GROUP 2 Weights** | **Weighted Rating** |
| Teacher Practice Score | | 80% | 80% | |
| Indiana Growth Model | | - | 12% | |
| School-wide Learning Measure | | 20% | 8% | |

Use the following formula to calculate:
1. Rating x % Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Summative Score

**Final Summative Evaluation Score:** _____

Use the chart below and the Final Summative Evaluation Score to determine the teacher's final rating.

| Ineffective | Improvement Necessary | Effective | Highly Effective |
|---|---|---|---|

| 1.0 | →1.75 | → 2.5 | → 3.5 | →4.0 |
|---|---|---|---|---|
| Points | Points | Points | Points | Points |

Note: Borderline points always round up.

**Final Summative Rating:**

☐ Ineffective    ☐ Improvement Necessary    ☐ Effective    ☐ Highly Effective

**Tenure Category:**          **Current School Year**          **Next School Year**

☐ Probationary Teacher    ☐ Probationary Teacher
☐ Established Teacher       ☐ Established Teacher
☐ Professional Teacher      ☐ Professional Teacher

**Teacher Signature**
I have met with my evaluator to discuss the information on this form and have received a copy.
Signature:_____          Date:_____

**Evaluator Signature**
I have met with this teacher to discuss the information on this form and provided a copy.
Signature: _____          Date:_____

# Hamilton Community Schools

# Teacher Effectiveness Rubric
**August 2017**



## DOMAIN 1: PURPOSEFUL PLANNING

Source:      **Hamilton Community Schools**
Adopted:      **Put Dates of Original Eval**
Revised:      **August 2017**

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

| | Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 1.1 | **Utilize Assessment Data to Plan** | **At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** -Incorporates differentiated instruction strategies in planning to reach every student at his/her level of understanding | **Teacher uses prior assessment data to formulate:** -Achievement goals, unit plans, AND lesson plans that are measurable, aligned to content standards, and includes benchmarking. | **Teacher uses prior assessment data to formulate:** -Achievement goals, unit plans, OR lesson plans, but not all of the above | Teacher rarely or never uses prior assessment data when planning. |
| 1.2 | **Create Objective-Driven Lesson Plans and Assessments** | **At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** -Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction -Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction | **Based on unit plan, teacher plans daily lessons by:** -Identifying lesson objectives that are aligned to state content standards -Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives -Designing formative assessments that measure progress towards mastery and inform instruction | **Based on unit plan, teacher plans daily lessons by:** -Identifying lesson objectives that are aligned to state content standards -Matching instructional strategies and activities/assignments to the lesson objectives **Teacher may *not*:** -Design assignments that are meaningful or relevant -Plan formative assessments to measure progress towards mastery or inform instruction | Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments. |

# DOMAIN 2:  EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

| Competency | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| **Competency 2.1:**<br><br>**Develop student understanding and mastery of lesson objectives** | Teacher is highly effective at developing student understanding and mastery of lesson objectives | Teacher is effective at developing student understanding and mastery of lesson objectives | Teacher needs improvement at developing student understanding and mastery of lesson objectives | Teacher is ineffective at developing student understanding and mastery of lesson objectives |
| | *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*<br><br>-Students can explain what they are learning and why it is important, beyond repeating the stated objective<br><br>-Teacher effectively engages prior knowledge of students in connecting to lesson.  Students demonstrate through work or comments that they understand this connection | - Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson<br><br>-Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms<br><br>-Importance of the objective is explained so that students understand why they are learning what they are learning<br><br>-Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students<br><br>-Lesson is well-organized to move students towards mastery of the objective | -Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable<br><br>-Objective is stated, but not in a student-friendly manner that leads to understanding<br><br>-Teacher attempts explanation of importance of objective, but students fail to understand<br><br>-Lesson generally does not build on prior knowledge of students or students fail to make this connection<br><br>-Organization of the lesson may not always be connected to mastery of the objective | -Lesson objective is missing more than one component.  It may not be clear about what students are learning or will be able to do by the end of the lesson.<br><br>-There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students<br><br>-Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important<br><br>-There may be no effort to connect objective to prior knowledge of students<br><br>-Lesson is disorganized and does not lead to mastery of objective |

Notes:
1.   One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2.   In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers," early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

| Competency | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| **Competency 2.2:**<br><br>**Demonstrate and Clearly Communicate Content Knowledge to Students** | Teacher is highly effective at demonstrating and clearly communicating content knowledge to students | Teacher is effective at demonstrating and clearly communicating content knowledge to students | Teacher needs improvement at demonstrating and clearly communicating content knowledge to students | Teacher is ineffective at demonstrating and clearly communicating content knowledge to students |
| | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>-Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding<br><br>-Teacher effectively connects content to other content areas, students' experiences and interests or current events in order to make content relevant and build interest<br><br>-Explanations spark student excitement and interest in the content<br><br>-Students participate in each other's learning of content through collaboration during the lesson<br><br>-Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level | -Teacher demonstrates content knowledge and delivers content that is factually correct<br><br>-Content is clear, concise and well-organized<br><br>-Teacher restates and rephrases instruction in multiple ways to increase understanding<br><br>-Teacher emphasizes key points or main ideas in content<br><br>-Teacher uses developmentally appropriate language and explanations<br><br>-Teacher implements relevant instructional strategies learned via professional development | -Teacher delivers content that is factually correct<br><br>-Content occasionally lacks clarity and is not as well organized as it could be<br><br>-Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding<br><br>-Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways<br><br>-Explanations sometimes lack developmentally appropriate language<br><br>-Teacher does not always implement new and improved instructional strategies learned via professional development | - Teacher may deliver content that is factually incorrect<br><br>-Explanations may be unclear or incoherent and fail to build student understanding of key concepts<br><br>-Teacher continues with planned instruction, even when it is obvious that students are not understanding content<br><br>-Teacher does not emphasize main ideas, and students are often confused about content<br><br>-Teacher fails to use developmentally appropriate language<br><br>-Teacher does not implement new and improved instructional strategies learned via professional development |

Notes:
1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

| Competency | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| **Competency 2.3:**<br><br>**Engage students in academic content** | Teacher is highly effective at engaging students in academic content | Teacher is effective at engaging students in academic content | Teacher needs improvement at engaging students in academic content | Teacher is ineffective at engaging students in academic content |
|  | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>-Teacher provides ways to engage with content that significantly promotes student mastery of the objective<br><br>-Teacher provides differentiated ways of engaging with content specific to individual student needs<br><br>-The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do<br><br>-Teacher effectively integrates technology as a tool to engage students in academic success | - 3/4 or more of students are actively engaged in content at all times and not off-task<br><br>-Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective<br><br>-Ways of engaging with content reflect different learning modalities or intelligences<br><br>-Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged<br><br>-ELL and IEP students have the appropriate accommodations to be engaged in content<br><br>-Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) | -Fewer than 3/4 of students are engaged in content and many are off-task<br><br>-Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content<br><br>-Teacher may miss opportunities to provide ways of differentiating content for student engagement<br><br>-Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective<br><br>-ELL and IEP students are sometimes given appropriate accommodations to be engaged in content<br><br>-Students may appear to actively listen, but when it comes time for participation are disinterested in engaging | - Few than 1/2 of students are engaged in content and many are off-task<br><br>-Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content<br><br>-Teacher does not differentiate instruction to target different learning modalities<br><br>-Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students<br><br>-ELL and IEP students are not provided with the necessary accommodations to engage in content<br><br>-Students do not actively listen and are overly disinterested in engaging |

Notes:
1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; (c) active participation in hands-on tasks/activities.
3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

| Competency | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| **Competency 2.4:**<br><br>**Check for Understanding** | Teacher is highly effective at checking for understanding | Teacher is effective at checking for understanding | Teacher needs improvement at checking for understanding | Teacher is ineffective at checking for understanding |
| | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>-Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)<br><br>-Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking | -Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)<br><br>-Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding<br><br>-Teachers uses wait time effectively both after posing a question and before helping students think through a response<br><br>-Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students<br><br>-Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) | -Teacher sometimes checks for understanding of content, but misses several key moments<br><br>-Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding<br><br>-Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content<br><br>-Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students<br><br>-Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments | - Teacher rarely or never checks for understanding of content, or misses nearly all key moments<br><br>-Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding<br><br>-Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the issue<br><br>-Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students<br><br>-Teacher rarely or never assesses for mastery at the end of the lesson |

Notes:
1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
   a. Checks for Understanding: thumbs up/down, cold-calling
   b. Do Nows, Turn and Talk/Pair Share, Guided or Independent Practice, Exit Slips

| Competency | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| **Competency 2.5:**<br><br>**Modify Instruction as Needed** | Teacher is highly effective at modifying instruction as needed | Teacher is effective at modifying instruction as needed | Teacher needs improvement at modifying instruction as needed | Teacher is ineffective at modifying instruction as needed |
| | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>-Teacher anticipates student misunderstandings and preemptively addresses them<br><br>-Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement | -Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students<br><br>-Teacher responds to misunderstandings with effective scaffolding techniques<br><br>-Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful | -Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students<br><br>-Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective<br><br>-Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding | - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students<br><br>-Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques<br><br>-Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding |

Notes:
1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 – in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds," providing visual cues, etc.

| Competency | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| **Competency 2.6:**<br><br>**Develop Higher Level of Understanding through Rigorous Instruction and Work** | Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work | Teacher is effective at developing a higher level of understanding through rigorous instruction and work | Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work | Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work |
| | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>-Lesson is accessible and challenging to all students<br><br>-Students are able to answer higher-level questions with meaningful responses<br><br>-Students pose higher-level questions to the teacher and to each other<br><br>-Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great<br><br>-Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) | -Lesson is accessible and challenging to almost all students<br><br>-Teacher frequently develops higher-level understanding through effective questioning<br><br>-Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding<br><br>-Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning<br><br>-Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks | -Lesson is not always accessible or challenging for students<br><br>-Some questions used may not be effective in developing higher-level understanding (too complex or confusing)<br><br>-Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding<br><br>-While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate<br><br>-Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying | - Lesson is not aligned with developmental level of students (may be too challenging or too easy)<br><br>-Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts<br><br>-Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding<br><br>-Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts<br><br>-Teacher gives up on students easily and does not encourage them to persist through difficult tasks |

Notes:
1. Examples of types of questions that can develop higher-level understanding:
   a. Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze," "classify," "compare," "decide," "evaluate," "explain," or "represent")
   b. Asking students to explain their reasoning
   c. Asking students to explain why they are learning something or to summarize the main idea
   d. Asking students to apply a new skill or concept in a different context
   e. Posing a question that increases the rigor or the lesson content
   f. Prompting students to make connections to previous material or prior knowledge
2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks rather than questions may be used to create a higher level of understanding, and if successful, should be credited in this competency.
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

| Competency | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| **Competency 2.7:**<br><br>**Maximize Instructional Time** | Teacher is highly effective at maximizing instructional time | Teacher is effective at maximizing instructional time | Teacher needs improvement at maximizing instructional time | Teacher is ineffective at maximizing instructional time |
| | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>-Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher<br><br>-Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)<br><br>-Students share responsibility for operations and routines and work well together to accomplish these tasks<br><br>-All students are on-task and follow instructions of teacher without much prompting<br><br>-Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson | -Students arrive on-time and are aware of the consequences of arriving late (unexcused)<br><br>-Class starts on-time<br><br>-Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher<br><br>-Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)<br><br>-Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective<br><br>-Almost all students are on-task and follow instructions of teacher without much prompting<br><br>-Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson | -Some students consistently arrive late (unexcused) for class without consequences<br><br>-Class may consistently start a few minutes late<br><br>-Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed<br><br>-There is more than a brief period of time when students are left without meaningful work to keep them engaged<br><br>-Teacher may delegate lesson time inappropriately between parts of the lesson<br><br>-Significant prompting from the teacher is necessary for students to follow instructions and remain on-task<br><br>-Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem | - Students may frequently arrive late (unexcused) for class without consequences<br><br>-Teacher may frequently start class late<br><br>-There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times<br><br>-There are significant periods of time in which students are not engaged in meaningful work<br><br>-Teacher wastes significant time between parts of the lesson due to classroom management<br><br>-Even with significant prompting, students frequently do not follow directions and are off-task<br><br>-Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson |

Notes:
1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of the other students.

| Competency | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| **Competency 2.8:**<br><br>**Create Classroom Culture of Respect and Collaboration** | Teacher is highly effective at creating a classroom culture of respect and collaboration | Teacher is effective at creating a classroom culture of respect and collaboration | Teacher needs improvement at creating a classroom culture of respect and collaboration | Teacher is ineffective at creating a classroom culture of respect and collaboration |
| | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>-Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance | -Students are respectful of their teacher and peers<br><br>-Students are given opportunities to collaborate and support each other in the learning process<br><br>-Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior<br><br>-Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions | -Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms<br><br>-Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together<br><br>-Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both<br><br>-Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others | - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior<br><br>-Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention<br><br>-Teacher rarely or never praises positive behavior<br><br>-Teacher rarely or never addresses negative behavior |

Notes:
1. If there are one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

| Competency | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| **Competency 2.9:**<br><br>**Set High Expectations for Academic Success** | Teacher is highly effective at setting high expectations for academic success | Teacher is effective at setting high expectations for academic success | Teacher needs improvement at setting high expectations for academic success | Teacher is ineffective at setting high expectations for academic success |
| | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>-Students participate in forming academic goals for themselves and analyzing their progress<br><br>-Students demonstrate high academic expectations for themselves<br><br>-Student comments and actions demonstrate that they are excited about their work and understand why it is important | -Teacher sets high expectations for students of all levels<br><br>-Students are invested in their work and value academic success as evidenced by their effort and quality of their work<br><br>-The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly)<br><br>-Teacher celebrates and praises academic work<br><br>-High quality work of all students is displayed in the classroom | -Teacher may set high expectations for some, but not others<br><br>-Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging<br><br>-Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily)<br><br>-Teacher may praise the academic work of some, but not others<br><br>-High quality work of a few, but not all students, may be displayed in the classroom | - Teacher rarely or never sets high expectations for students<br><br>-Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task or refuse to attempt assignments<br><br>-Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers<br><br>-Teacher rarely or never praises academic work or good behavior<br><br>-High quality work is rarely or never displayed in the classroom |

Notes:
1. There are several ways for a teacher to demonstrate high expectations – through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

# DOMAIN 3:  TEACHER LEADERSHIP

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

| | Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 3.1 | **Seek Professional Skills and Knowledge** | **At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** <br>-Regularly share newly learned knowledge and practices with others <br>-Seek out opportunities to lead professional development sessions <br>-Go above and beyond in seeking out opportunities to collaborate | **Teacher will:** <br>-Actively pursue opportunities to improve knowledge and practice <br>-Seek out ways to implement new practices into instruction, where applicable <br>-Welcome constructive feedback to improve practices <br>-Seek out and participate in regular opportunities to work | **Teacher will:** <br>-Attend all mandatory professional development opportunities <br>-Participate in occasional opportunities to work with and learn from others <br>**Teacher may *not*:** <br>-Actively pursue optional professional development opportunities <br>-Seek out ways to implement new practices into instruction <br>-Accept constructive feedback well | Teacher rarely or never attends professional development opportunities.  Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning.  Teacher rarely or never participates in opportunities to work with others. |
| 3.2 | **Advocate for Student Success** | **At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** <br>-Display commitment to the education of all the students in the school <br>-Make changes and take risks to ensure student success | **Teacher will:** <br>-Display commitment to the education of all his/her students <br>-Attempt to remedy obstacles around student achievement <br>-Advocate for student's individualized needs | **Teacher will:** <br>-Display commitment to the education of all his/her students <br>**Teacher may *not*:** <br>-Advocate for students' needs | Teacher rarely or never displays commitment to the education of his/her students.  Teacher accepts failure as par for the course and does not advocate for students' needs. |
| 3.3 | **Engage Families in Student Learning** | **At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** <br>-Strive to form relationships in which parents are given ample opportunity to participate in student learning <br>-Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events | **Teacher will:** <br>-Proactively reach out to parents in a variety of ways to engage them in student learning <br>-Respond promptly to contact from parents <br>-Engage in all forms of parent outreach required by the school | **Teacher will:** <br>-Respond to contact from parents <br>-Engage in all forms of parent outreach required by the school <br>**Teacher may *not*:** <br>-Proactively reach out to parents to engage them in student learning | Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents. |

# DOMAIN 4: CORE PROFESSIONALISM RUBRIC

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

| | Indicator | Does Not Meet Standard | Meets Standard |
|---|---|---|---|
| 1 | **Attendance** | Individual demonstrates a pattern of unexcused absences | Individual has not demonstrated a pattern of unexcused absences |
| 2 | **On-Time Arrival** | Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) | Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) |
| 3 | **Policies and Procedures** | Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) | Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.) |
| 4 | **Respect** | Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner | Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner |

# Hamilton Community Schools

# Counselor Effectiveness Rubric

**August 2017**

# DOMAIN 1: ACADEMIC ACHIEVEMENT   School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

| Indicator | | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 1.1 | The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success. | The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success. | The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration. | The school counselor monitors student achievement but does not utilize the data to enhance student success. | The school counselor does not monitor academic achievement. |
| 1.2 | The school counselor demonstrates knowledge of current trends in student development and academic achievement. | The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work. | The school counselor regularly engages in professional development. | The school counselor sporadically engages in professional development. | The school counselor does not engage in professional development. |
| 1.3 | The school counselor supports students in making decisions, setting goals and taking appropriate action to achieve goals. | The school counselor encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems.  The counselor assists students in identifying short-term and long-term goals and in developing appropriate action plans. | The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems.  The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans. | The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems.  The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans. | The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems.  The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans. |
| 1.4 | The school counselor engages students in problem solving, critical thinking, and other activities. | The school counselor consistently provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. | The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. | The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. | The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. |
| 1.5 | The school counselor utilizes and sequences guidance activities and materials to impact students' academic achievement. | Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage students in appropriate decision making.  Activities are logically sequenced within individual lessons. | Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making.  The majority of activities are logically sequenced within individual lessons. | Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making.  Some activities are logically sequenced within individual lessons. | Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons. |

| 1.6 | The school counselor supports students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options. | The school counselor consistently guides students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. | The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. | The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. | The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options. |

**DOMAIN 2: STUDENT ASSISTANCE SERVICES** School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

| Indicator | | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 2.1 | The school counselor assists students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. | The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors. | The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors. | The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors. | The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors. |
| 2.2 | The school counselor facilitates students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration. | The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders. | The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students. | The school counselor rarely explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students. | The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students. |
| 2.3 | The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals. | The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. | The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. | The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate | The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals. |
| 2.4 | The school counselor provides services to students, fostering a clear understanding of diversity, ethnicity, and culture. | The school counselor consistently provides services to students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture. | The school counselor takes a multicultural or diverse perspective into consideration when providing services to students. | The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture. | The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students. |

**DOMAIN 3: CAREER DEVELOPMENT**   School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.

| Indicator | | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 3.1 | The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with state and national standards, encouraging the students' understanding of the relationship between academics, personal qualities, education and training, and the world of work. | The school counselor facilitates age-appropriate career development, aligned with state and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences. The school counselor helps students understand the relationship between educational achievement and career success and helps the students identify possible career paths based on the students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. | The school counselor facilitates age-appropriate career development, aligned with state and national standards. Outside resources are occasionally used. The school counselor helps students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized. | The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards. The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized. | The school counselor does not facilitate age-appropriate care The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used. |
| 3.2 | The school counselor supports students in the application of strategies to achieve future success and satisfaction. | The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information. | The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information. | The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information. | The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information. |
| 3.3 | The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. | The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. | The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. | The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. | The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. |

# DOMAIN 4: LEADERSHIP LEVEL OF PERFORMANCE   School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program

| | Indicator | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 4.1 | The school counselor establishes professional goals and pursues opportunities to grow professionally. | The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks. | Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community. | Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community. | Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community. |
| 4.2 | The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community. | The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders. | The school counselor provides consistent and effective leadership in the school counseling program and the school. | The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style. | The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community. |
| 4.3 | The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs. | The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students. | The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. | The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others. | The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders. |
| 4.4 | The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs. | The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed. | The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed. | The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable. | The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school. |
| 4.5 | The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation). | The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program. | The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data. | The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program. | The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness. |

| 4.6 | The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services.  Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students. | The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies. | The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies. | The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs. | The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships. |
|---|---|---|---|---|---|

# DOMAIN 5: CORE PROFESSIONALISM RUBRIC

These indicators illustrate the minimum competencies expected in any profession.  These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice.  Counselors are expected to meet these standards.  If they do not, it will affect their overall rating negatively.

| | Indicator | Does Not Meet Standard | Meets Standard |
|---|---|---|---|
| 1 | **Attendance** | Individual demonstrates a pattern of unexcused absences | Individual has not demonstrated a pattern of unexcused absences |
| 2 | **On-Time Arrival** | Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) | Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) |
| 3 | **Policies and Procedures** | Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) | Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.) |
| 4 | **Respect** | Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner | Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner |

# Hamilton Community Schools

# School Librarian Effectiveness Rubric

**August 2017**

# DOMAIN 1: PURPOSEFUL PLANNING

Librarians use Indiana and national standards to develop a rigorous curriculum relevant for all students:  building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

* NOTE:  The Librarian prepares lessons for students but these are done within the context of other classes (HJSHS) or as a "special" (HES) and may only provide a short amount of time each week.

| | Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 1.1 | **Utilize Assessment Data to Plan** | **At Level 4, a librarian fulfills the criteria for Level 3 and additionally:** <br>-Incorporates differentiated instruction strategies in planning to reach every student at his/her level of understanding. | **Librarian uses prior assessment data to formulate:** <br>-Achievement goals, unit plans, AND lesson plans that are measurable, aligned to content standards, and includes benchmarking. | **Librarian uses prior assessment data to formulate:** <br>-Achievement goals, unit plans, OR lesson plans, but not all of the above. | Librarian rarely or never uses prior assessment data when planning. |
| 1.2 | **Create Objective-Driven Lesson Plans and Assessments** | **At Level 4, a librarian fulfills the criteria for Level 3 and additionally:** <br>-Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction. <br>-Incorporates a variety of informal assessments/checks for understanding and uses all assessments to directly inform instruction. | **Based on unit plan, librarian plans lessons by:** <br>-Identifying lesson objectives that are aligned to content standards. <br>-Matching instructional strategies as well as meaningful and relevant activities/ assignments to the lesson objectives. <br>-Designing formative assessments that measure progress towards mastery and inform instruction. | **Based on unit plan, librarian plans lessons by:** <br>-Identifying lesson objectives that are aligned to content standards. <br>-Matching instructional strategies and activities / assignments to the lesson objectives. <br>**Librarian may *not*:** <br>-Design assignments that are meaningful or relevant. <br>-Plan formative assessments to measure progress towards mastery or inform instruction. | Librarian rarely or never plans lessons OR lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments. |

| | Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 1.3 | **Establish, Evaluate, and Maintain Library Policies & Procedures Including Library Staff Supervision (Aide and Student Interns)** | **At Level 4, a librarian fulfills the criteria for Level 3 and additionally:**<br>- Nurtures and rewards independence of library staff and encourages their contributions to the library.<br>- Actively participates in the larger library community and incorporates current trends and models whenever applicable. | **Librarian will:**<br>- Develop, maintain, and evaluate staff training.<br>- Develop, maintain, and evaluate policies and procedures in accordance with accepted professional standards.<br>- Seek to make the library an integral part of an effective school environment. | **Librarian will:**<br>- Instruct staff in library operations.<br>- Develop policies and procedures for effective operation of library.<br>**Librarian may *not*:**<br>- Assess the effectiveness of staff operations and policy effectiveness.<br>- The impact of the library on the school environment is only minimally effective. | Librarian rarely or never provides library staff with effective training in library operations. Policies and procedures are unclear or nonexistent. Lack of focus and professionalism is evident to students and staff. |
| 1.4 | **Demonstrate Knowledge of Literature and Current Trends in Library Practice and Information Technology** | **At Level 4, a librarian fulfills the criteria of Level 3 and additionally:**<br>- Utilizes a thorough knowledge of literature and professional practices to maintain an efficient and effective facility.<br>- Takes every opportunity to promote the library and its resources within the HJSHS community and a wider community where desirable. | **Librarian will:**<br>- Demonstrate a thorough knowledge of literature and of current trends in practice and information technology.<br>- Share knowledge with students and staff on occasion. | **Librarian will:**<br>- Have some knowledge of literature, library trends, and new technologies.<br>**Librarian may *not:***<br>- Strive to increase this knowledge by every means possible.<br>- Share what knowledge they have with students and staff. | Librarian rarely or never demonstrates knowledge of current literature appropriate to the age of students or current trends in information technology and library practices |
| 1.5 | **Establish a Culture for Investigation and Love of Literature and Reading** | **At Level 4, a librarian fulfills the criteria of level 3 and additionally:**<br>- Creates a pleasant, nurturing environment for students and staff and encourages their use.<br>- Encourages student and staff input in improving both the facility and the resources and works to implement their suggestions whenever feasible. | **Librarian will:**<br>- Interact with students and staff on a regular basis to promote library resources.<br>- Actively shares information with students seeking research materials and lead them to construct their own inquiry process. | **Librarian will:**<br>- Promote reading and literature occasionally.<br>- Assist students in selection of materials when asked.<br>**Librarian may *not:***<br>- Seek every opportunity to bring new resources to all students and staff.<br>- Encourage the use of the library by all students and staff. | Librarian rarely or never imparts the concept that reading is a valuable tool worth the time and energy required or that the Library is a safe, nurturing environment for research and/or the enjoyment of reading. |

| 1.6 | Prepares & submits reports & manages budget | At Level 4, a librarian fulfills the criteria for Level 3 and additionally:<br>-Strives to anticipate student/teacher needs for materials.<br>-suggests improvements to budgets and procedures<br>-incorporates innovative technology when appropriate. | Librarian will:<br>-Includes student/teacher requests for materials (if appropriate).<br>-efficiently manage budgets and purchase orders.<br>-always follow established procedures.<br>-submit reports and inventories promptly. | Librarian will:<br>-sometimes include student & teacher requests for materials (if appropriate).<br>- usually manage budgets and purchase orders.<br>**Librarian may *not*:**<br>-always follow established procedures.<br>-submit reports and inventories promptly. | Librarian ignores student/teacher requests for materials (if appropriate), poorly manages budgets and purchase orders, does not follow established procedures, inventories and reports are routinely late. |

# DOMAIN 2: EFFECTIVE INSTRUCTION

Librarians facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

| | Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 2.1 | Develop student understanding and mastery of lesson objectives | Librarian is highly effective at developing student understanding and mastery of lesson objectives. | Librarian is effective at developing student understanding and mastery of lesson objectives. | Librarian needs improvement at developing student understanding and mastery of lesson objectives. | Librarian is ineffective at developing student understanding and mastery of lesson objectives. |
| | | *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*<br><br>-Students can explain what they are learning and why it is important, beyond repeating the stated objective.<br>-Librarian effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection. | - Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson.<br>-Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms.<br>-Importance of the objective is explained so that students understand why they are learning what they are learning.<br>-Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students.<br>-Lesson is well-organized to move students towards mastery of the objective. | -Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable.<br>-Objective is stated, but not in a student-friendly manner that leads to understanding.<br>-Librarian attempts explanation of importance of objective, but students fail to understand.<br>-Lesson generally does not build on prior knowledge of students or students fail to make this connection.<br>-Organization of the lesson may not always be connected to mastery of the objective. | -Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson.<br>-There may not be a clear connection between the objective and lesson, or librarian may fail to make this connection for students.<br>-Librarian may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important.<br>-There may be no effort to connect objective to prior knowledge of students.<br>-Lesson is disorganized and does not lead to mastery of objective. |

Notes:
3. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
4. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers," early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

| | Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 2.2 | **Demonstrate and Clearly Communicate Content Knowledge to Students** | Librarian is highly effective at demonstrating and clearly communicating content knowledge to students. | Librarian is effective at demonstrating and clearly communicating content knowledge to students. | Librarian needs improvement at demonstrating and clearly communicating content knowledge to students. | Librarian is ineffective at demonstrating and clearly communicating content knowledge to students. |
| | | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>-Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding.<br>-Librarian effectively connects content to other content areas, students' experiences and interests or current events in order to make content relevant and build interest.<br>-Explanations spark student excitement and interest in the content.<br>-Students participate in each other's learning of content through collaboration during the lesson.<br>-Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level. | -Librarian demonstrates content knowledge and delivers content that is factually correct.<br>-Content is clear, concise and well-organized.<br>-Librarian restates and rephrases instruction in multiple ways to increase understanding.<br>-Librarian emphasizes key points or main ideas in content.<br>-Librarian uses developmentally appropriate language and explanations.<br>-Librarian implements relevant instructional strategies learned via professional development. | -Librarian delivers content that is factually correct.<br>-Content occasionally lacks clarity and is not as well organized as it could be.<br>-Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding.<br>-Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways.<br>-Explanations sometimes lack developmentally appropriate language.<br>-Librarian does not always implement new and improved instructional strategies learned via professional development. | - Librarian may deliver content that is factually incorrect.<br>-Explanations may be unclear or incoherent and fail to build student understanding of key concepts.<br>-Librarian continues with planned instruction, even when it is obvious that students are not understanding content.<br>-Librarian does not emphasize main ideas, and students are often confused about content.<br>-Librarian fails to use developmentally appropriate language.<br>-Librarian does not implement new and improved instructional strategies learned via professional development. |

Notes:
4. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
5. If the librarian presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the librarian should be scored a Level 1 for this competency.
6. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

| | Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 2.3 | **Engage students in academic content** | Librarian is highly effective at engaging students in academic content. | Librarian is effective at engaging students in academic content. | Librarian needs improvement at engaging students in academic content. | Librarian is ineffective at engaging students in academic content. |
| | | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>-Librarian provides ways to engage with content that significantly promotes student mastery of the objective.<br>-Librarian provides differentiated ways of engaging with content specific to individual student needs.<br>-The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do.<br>-Librarian effectively integrates technology as a tool to engage students in academic success. | - 3/4 or more of students are actively engaged in content at all times and not off-task.<br>-Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective.<br>-Ways of engaging with content reflect different learning modalities or intelligences.<br>-Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged.<br>-ELL and IEP students have the appropriate accommodations to be engaged in content.<br>-Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement). | -Fewer than 3/4 of students are engaged in content and many are off-task.<br>-Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content.<br>-Librarian may miss opportunities to provide ways of differentiating content for student engagement.<br>-Some students may not have the prerequisite skills necessary to fully engage in content and librarian's attempt to modify instruction for these students is limited or not always effective.<br>-ELL and IEP students are sometimes given appropriate accommodations to be engaged in content.<br>-Students may appear to actively listen, but when it comes time for participation are disinterested in engaging. | - Fewer than 1/2 of students are engaged in content and many are off-task.<br>-Librarian may only provide one way of engaging with content OR librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content.<br>-Librarian does not differentiate instruction to target different learning modalities.<br>-Most students do not have the prerequisite skills necessary to fully engage in content and librarian makes no effort to adjust instruction for these students.<br>-ELL and IEP students are not provided with the necessary accommodations to engage in content.<br>-Students do not actively listen and are overly disinterested in engaging. |

Notes:
4. The most important indicator of success here is that students are actively engaged in the content. For a librarian to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
5. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; (c) active participation in hands-on tasks/activities.
6. Librarians may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

| | Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 2.4 | **Check for Understanding** | Librarian is highly effective at checking for understanding. | Librarian is effective at checking for understanding. | Librarian needs improvement at checking for understanding. | Librarian is ineffective at checking for understanding. |
| | | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>-Librarian checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof).<br>-Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking. | -Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward).<br>-Librarian uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding.<br>-Librarians uses wait time effectively both after posing a question and before helping students think through a response.<br>-Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students.<br>-Librarian systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples). | -Librarian sometimes checks for understanding of content, but misses several key moments.<br>-Librarian may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding.<br>-Librarian may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content.<br>-Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students.<br>-Librarian may occasionally assess student mastery at the end of the lesson through formal or informal assessments. | - Librarian rarely or never checks for understanding of content, or misses nearly all key moments.<br>-Librarian does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding.<br>-Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the issue.<br>-Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students.<br>-Librarian rarely or never assesses for mastery at the end of the lesson. |

Notes:

3. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
4. Examples of how the librarian may assess student understanding and mastery of objectives:
   a. Checks for Understanding: thumbs up/down, cold-calling
   b. Do Nows, Turn and Talk/Pair Share, Guided or Independent Practice, Exit Slips

| | Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 2.5 | **Modify Instruction as Needed** | Librarian is highly effective at modifying instruction as needed. | Librarian is effective at modifying instruction as needed. | Librarian needs improvement at modifying instruction as needed. | Librarian is ineffective at modifying instruction as needed. |
| | | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>-Librarian anticipates student misunderstandings and preemptively addresses them.<br>-Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement. | -Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students.<br>-Librarian responds to misunderstandings with effective scaffolding techniques.<br>-Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful. | -Librarian may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students.<br>-Librarian may primarily respond to misunderstandings by using librarian-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective.<br>-Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding. | - Librarian rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students.<br>-Librarian only responds to misunderstandings by using librarian-driven scaffolding techniques.<br>-Librarian repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding. |

Notes:

3. In order to be effective at this competency, a librarian must have at least scored a 3 on competency 2.4 – in order to modify instruction as needed, one must first know how to check for understanding.

4. A librarian can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds," providing visual cues, etc.

| | Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 2.6 | **Develop Higher Level of Understanding through Rigorous Instruction and Work** | Librarian is highly effective at developing a higher level of understanding through rigorous instruction and work. | Librarian is effective at developing a higher level of understanding through rigorous instruction and work. | Librarian needs improvement at developing a higher level of understanding through rigorous instruction and work. | Librarian is ineffective at developing a higher level of understanding through rigorous instruction and work. |
| | | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br>-Lesson is accessible and challenging to all students.<br>-Students are able to answer higher-level questions with meaningful responses.<br>-Students pose higher-level questions to the librarian and to each other.<br>-Librarian highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great.<br>-Librarian encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments). | -Lesson is accessible and challenging to almost all students.<br>-Librarian frequently develops higher-level understanding through effective questioning.<br>-Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding.<br>-Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning.<br>-Librarian shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks. | -Lesson is not always accessible or challenging for students.<br>-Some questions used may not be effective in developing higher-level understanding (too complex or confusing).<br>-Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding.<br>-While students may have some opportunity to meaningfully practice and apply concepts, instruction is more librarian-directed than appropriate.<br>-Librarian may encourage students to work hard, but may not persist in efforts to have students keep trying. | - Lesson is not aligned with developmental level of students (may be too challenging or too easy).<br>-Librarian may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.<br>-Lesson rarely pushes any students forward. Librarian does not differentiate instruction based on students' level of understanding.<br>-Lesson is almost always librarian directed. Students have few opportunities to meaningfully practice or apply concepts.<br>-Librarian gives up on students easily and does not encourage them to persist through difficult tasks. |

Notes:
5. Examples of types of questions that can develop higher-level understanding:
    a. Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze," "classify," "compare," "decide," "evaluate," "explain," or "represent")
    b. Asking students to explain their reasoning
    c. Asking students to explain why they are learning something or to summarize the main idea
    d. Asking students to apply a new skill or concept in a different context
    e. Posing a question that increases the rigor or the lesson content
    f. Prompting students to make connections to previous material or prior knowledge.
6. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
7. Challenging tasks rather than questions may be used to create a higher level of understanding, and if successful, should be credited in this competency.
8. The frequency with which a librarian should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

| | Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 2.7 | **Maximize Instructional Time** | Librarian is highly effective at maximizing instructional time. | Librarian is effective at maximizing instructional time. | Librarian needs improvement at maximizing instructional time. | Librarian is ineffective at maximizing instructional time. |
| | | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br>-Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the librarian.<br>-Students are always engaged in meaningful work while waiting for the librarian (for example, during attendance).<br>-Students share responsibility for operations and routines and work well together to accomplish these tasks.<br>-All students are on-task and follow instructions of librarian without much prompting.<br>-Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson. | -Class starts on-time.<br>-Routines, transitions, and procedures are well executed. Students know what they are supposed to be doing and when with minimal prompting from the librarian.<br>-Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance).<br>-Librarian delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective.<br>-Almost all students are on-task and follow instructions of librarian without much prompting.<br>-Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson. | -Class may consistently start a few minutes late.<br>-Routines, transitions, and procedures are in place, but require significant librarian direction or prompting to be followed.<br>-There is more than a brief period of time when students are left without meaningful work to keep them engaged.<br>-Librarian may delegate lesson time inappropriately between parts of the lesson.<br>-Significant prompting from the librarian is necessary for students to follow instructions and remain on-task.<br>-Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and librarian may have to stop the lesson frequently to address the problem. | -Librarian may frequently start class late.<br>-There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the librarian at all times.<br>-There are significant periods of time in which students are not engaged in meaningful work.<br>-Librarian wastes significant time between parts of the lesson due to classroom management.<br>-Even with significant prompting, students frequently do not follow directions and are off-task.<br>-Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson. |

Notes:
3. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
4. It should be understood that a librarian can have disruptive students no matter how effective he/she may be. However, an effective librarian should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of the other students.

|  | Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 2.8 | **Create Classroom Culture of Respect and Collaboration** | Librarian is highly effective at creating a classroom culture of respect and collaboration. | Librarian is effective at creating a classroom culture of respect and collaboration. | Librarian needs improvement at creating a classroom culture of respect and collaboration. | Librarian is ineffective at creating a classroom culture of respect and collaboration. |
|  |  | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>-Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance. | -Students are respectful of their librarian and peers.<br>-Students are given opportunities to collaborate and support each other in the learning process.<br>-Librarian reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior.<br>-Librarian has a good rapport with students, and shows genuine interest in their thoughts and opinions. | -Students are generally respectful of their librarian and peers, but may occasionally act out or need to be reminded of classroom norms.<br>-Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the librarian to work together.<br>-Librarian may praise positive behavior OR enforce consequences for negative behavior, but not both.<br>-Librarian may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others. | - Students are frequently disrespectful of librarian or peers as evidenced by discouraging remarks or disruptive behavior.<br>-Students are not given many opportunities to collaborate OR during these times do not work well together even with librarian intervention.<br>-Librarian rarely or never praises positive behavior.<br>-Librarian rarely or never addresses negative behavior. |

Notes:

3. If there are one or more instances of disrespect by the librarian toward students, the librarian should be scored a Level 1 for this standard.
4. Elementary school librarians more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

| | Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 2.9 | **Set High Expectations for Academic Success** | Librarian is highly effective at setting high expectations for academic success. | Librarian is effective at setting high expectations for academic success. | Librarian needs improvement at setting high expectations for academic success. | Librarian is ineffective at setting high expectations for academic success. |
| | | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>-Students participate in forming academic goals for themselves and analyzing their progress.<br>-Students demonstrate high academic expectations for themselves.<br>-Student comments and actions demonstrate that they are excited about their work and understand why it is important. | -Librarian sets high expectations for students of all levels.<br>-Students are invested in their work and value academic success as evidenced by their effort and quality of their work.<br>-The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly).<br>-Librarian celebrates and praises academic work.<br>-High quality work of all students is displayed in the classroom. | -Librarian may set high expectations for some, but not others.<br>-Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging.<br>-Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily).<br>-Librarian may praise the academic work of some, but not others.<br>-High quality work of a few, but not all students, may be displayed in the classroom. | - Librarian rarely or never sets high expectations for students.<br>-Students may demonstrate disinterest or lack of investment in their work.  For example, students might be unfocused, off-task or refuse to attempt assignments.<br>-Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the librarian or peers.<br>-Librarian rarely or never praises academic work or good behavior.<br>-High quality work is rarely or never displayed in the classroom. |

Notes:

2.   There are several ways for a librarian to demonstrate high expectations – through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

|  | Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 2.10 | **Collaborate with Teachers in the Design of Instructional Units and Lessons; Provide Resources to Support All Areas of Study** | Librarian is highly effective at collaborating with teachers and acquiring appropriate resources.<br><br>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>- Needed resources are procured from outside sources when budget does not allow addition to the library.<br>- Resources which may be of value are brought to teachers' attention on a regular basis. | Librarian is effective at collaborating with teacher and acquiring appropriate resources.<br><br>- Librarian initiates collaboration with teachers on lessons and resources.<br>- Input is sought from teachers as to the subject and format of resources to be added. | Librarian needs improvement at collaborating with teachers and acquiring appropriate resources.<br><br>- Librarian provides input on available resources when approached by a classroom teacher.<br>- Resources are acquired based only on librarian's assessment of need without teacher input. | Librarian is ineffective at collaborating with teachers and acquiring appropriate resources.<br><br>- Librarian rarely or never collaborates with classroom teachers in design of instructional units.<br>-No effort is made to become familiar with the curriculum of different departments to better gauge resources needed and areas where the library could support that curriculum. |
| 2.11 | **Engage Students in the Enjoyment of Literature and in Learning Multiple Literacy Skills** | Students are *highly* engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. | Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. | Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials. | Students are *not* engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials. |

# DOMAIN 3: SCHOOL LIBRARIAN LEADERSHIP

School librarians develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

| | Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 3.1 | **Seek Professional Skills and Knowledge** | **At Level 4, a librarian fulfills the criteria for Level 3 and additionally may:** <br>-Regularly share newly learned knowledge and practices with others. <br>-Seek out opportunities to lead professional development sessions. <br>-Go above and beyond in seeking out opportunities to collaborate. | **Librarian will:** <br>-Actively pursue opportunities to improve knowledge and practice. <br>-Seek out ways to implement new practices into instruction, where applicable. <br>-Welcome constructive feedback to improve practices. <br>-Seek out and participate in regular opportunities to work with and learn from others. | **Librarian will:** <br>-Attend all mandatory professional development opportunities. <br>-Participate in occasional opportunities to work with and learn from others. <br>**Librarian may *not*:** <br>-Actively pursue optional professional development opportunities. <br>-Seek out ways to implement new practices into instruction <br>-Accept constructive feedback well. | **Librarian** <br>-rarely or never attends professional development opportunities. <br>- shows little or no interest in new ideas, programs, or classes to improve teaching and learning. <br>- rarely or never participates in opportunities to work with others. |
| 3.2 | **Advocate for Student Success** | **At Level 4, a librarian fulfills the criteria for Level 3 and additionally may:** <br>-Display commitment to the education of all the students in the school. <br>-Make changes and take risks to ensure student success. | **Librarian will:** <br>-Display commitment to the education of all his/her students. <br>-Attempt to remedy obstacles around student achievement. <br>-Advocate for student's individualized needs. | **Librarian will:** <br>-Display commitment to the education of all his/her students. <br>**Librarian may *not*:** <br>-Advocate for students' needs. | **Librarian** <br>-rarely or never displays commitment to the education of his/her students. <br>-accepts failure as par for the course and does not advocate for students' needs. |
| 3.3 | **Engage Families in Student Learning** | **At Level 4, a librarian fulfills the criteria for Level 3 and additionally:** <br>-Strive to form relationships in which parents are given ample opportunity to participate in student learning. <br>-Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events. | **Librarian will:** <br>-Proactively reach out to parents in a variety of ways to engage them in student learning. <br>-Respond promptly to contact from parents. <br>-Engage in all forms of parent outreach required by the school. | **Librarian will:** <br>-Respond to contact from parents. <br>-Engage in all forms of parent outreach required by the school. <br>**Librarian may *not*:** <br>-Proactively reach out to parents to engage them in student learning. | **Librarian** <br>-rarely or never reaches out to parents and/or frequently does not respond to contacts from parents. |

# CORE PROFESSIONALISM RUBRIC

These indicators illustrate the minimum competencies expected in any profession.  These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice.  Librarians are expected to meet these standards.  If they do not, it will affect their overall rating negatively.

| | Indicator | Does Not Meet Standard | Meets Standard |
|---|---|---|---|
| 1 | **Attendance** | Individual demonstrates a pattern of unexcused absences. | Individual has not demonstrated a pattern of unexcused absences. |
| 2 | **On-Time Arrival** | Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). | Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). |
| 3 | **Policies and Procedures** | Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.). | Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.). |
| 4 | **Respect** | Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner. | Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner. |